

<b>Performance Dimension 1</b>
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## **Long-Range Planning**

### **Dimension Description:**

This dimension covers the library media specialist's responsibilities related to developing and maintaining appropriate Long-Range Plans (LRPs) for an effective library media program. The LRP is a three- to five-year strategically planned outline for facilitating student achievement through the school library media center. LRPs are flexible and should be revised annually to address the changing needs of the media center patrons, the school's curriculum, and other unforeseen events. The types of LRPs developed by library media specialists may vary due to a number of factors, including, but not limited to

- the type of school (elementary, middle, or high),
- the type of class schedule (fixed or flexible, block, modified block),
- curriculum and technology updates and revisions,
- the number of students and faculty to be served, and
- the number of library media staff.

The library media specialist is in a unique position to possess an in-depth knowledge and understanding of students and teachers, the overall school curriculum, and information resources. The competent library media specialist uses this in-depth knowledge to articulate his or her vision of an integrated library media program that is the foundation for learning in the school.

The key elements of this dimension are the ability and disposition of library media specialists to:

- Describe the school community.
- Develop goals and objectives that based on priorities established during the annual review of the Long-Range Plan.
- Develop, or revise as needed, the plan to collaborate with teachers to design instruction using a variety of resources (print and non-print) to ensure total integration of information literacy and technology education.
- Develop, or revise as needed, the policies and procedures for efficient management of the library media center, including the facility and the resources.
- Plan a budget to maintain an accurate and up-to-date resource collection.
- Develop, or revise as needed, the resource collection management policy to ensure that the collection is current and accurate.
- Develop, or revise as needed, the plan to evaluate regularly and systematically the effectiveness of the library media program.
- Establish a plan to ensure that all members of the educational community are informed and aware of the many services and resources available as part of the library media program.
- Establish positive working relationships and communication with the school community, thereby creating library advocates who understand and support the positive impact that the library media program has on student achievement.

- Participate in on-going personal professional development to maintain professional knowledge and skills and to provide professional development opportunities for teachers and administrators.

### **Competent Performance Description:**

Since the LRP projects a three- to five-year overall strategy for addressing the information needs of all members of the school community, the competent library media specialist annually reviews the Long-Range Plan (LRP) to set priorities for the current school year. The library media specialist writes his or her program goals and objectives to reflect and support these identified priorities as well as the mission of the library media center, the school, and the district. These goals and objectives are results-oriented, measurable, and planned to be implemented and evaluated within the current school year.

In collaboration with classroom teachers, the competent library media specialist plans for, and provides, key instructional materials, resources, and technologies (e.g., books, periodicals, electronic resources, and hardware) necessary to facilitate student learning and achievement. An integral part of providing these key instructional materials is planning and administering a budget that will keep the resource collection accurate and up-to-date.

Working as a collaborative team, the competent library media specialist and the classroom teacher design student activities, programs, projects, and participate in collaborative instruction. The competent library media specialist also designs and delivers various professional development opportunities for teachers that focus on information issues and technology integration.

To ensure the continued integration of the library media program and its positive impact on student achievement, the competent library media specialist continually assesses the effectiveness of the library media program (staff, services, and resources). The evaluation process involves all members of the educational community. Evaluation rubrics, *Achieving Exemplary School Libraries*, based on *Catalyst: Setting the Standard for Student Achievement through School Libraries* are available on the School Library Media Services web page (<<http://www.myschools.com/offices/technology/ms/lms> >).

The library media specialist creates, and revises as needed, a plan to ensure that all members of the educational community are informed and aware of the many services, opportunities, and resources available as part of the library media program.

The competent library media specialist is a leader in the school community and works diligently as an advocate for the library media program. Part of the library media specialist's responsibilities is to enlist other members of the learning community who understand the importance of an effective library media program on student achievement to advocate for the library media center.

<b>Performance Dimension 2</b>
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## **Administering the Library Media Program**

### **Dimension Description**

This dimension covers the administrative and managerial routines necessary for a school library media program that is supportive of the school curriculum and that provides access to information for the entire learning community. Administering the school library media program is defined as overseeing all managerial tasks necessary for the full and efficient use of all resources and services available in and through the school library media center. As program administrator, the library media specialist must work "behind-the-scenes" to facilitate optimum service to the entire learning community. The key elements of this dimension are the ability and disposition of school library media specialists to:

- Manage the library media center with policies and procedures, which facilitate maximum use of services and resources.
- Manage space, equipment, supplies, and storage for the full range of library media programs and services and maintain statistical data and appropriate records.
- Administer the library media center budget and maintain statistical data and appropriate records.
- Supervise staff assigned to the library media center, including clerical and/or technical assistants, student workers, and community/parent volunteers.
- Implement and administer public relations and advocacy programs.
- Oversee all aspects of the daily operation of the library media program.

### **Competent Performance Description**

Management of the library media center must be well planned and efficiently executed to provide a contemporary program that meets the information and technology needs of the learning community. The professional library media specialist is in control and in charge of the overall library media program and knows what is happening in the program at all times. The competent library media specialist oversees all facets of the daily operations of the library media center.

The library media specialist implements policies and procedures to facilitate maximum use of the services, resources, and physical space provided through the library media program. These policies and procedures should be shared with, and explained to, all members of the learning community and should be reviewed and revised annually as information and information technology needs change.

Employing effective financial methods, the professional library media specialist manages the media center budget to maintain and expand a library media program to provide continuous support of ever-changing information and technology needs. In an

era of standards-based and information-based learning, students' access to information and information technology determines their success or failure. The library media center with its current information resources is the equalizing factor for students, resulting in a positive impact on students' academic achievement.

The extent of services available from the library media center depends on the number of the media center staff, which may include other professional library media specialists and support staff members such as paraprofessionals, student volunteers, and/or parent/community volunteers. The competent library media specialist understands that motivation and staff development are essential for staff members to meet high standards of performance. He or she provides staff development training for the media center staff and encourages staff members to share their expertise with other members of the learning community. Part of the media specialist's supervisory responsibilities should be to evaluate the job performance of the media center support staff.

To keep the educational community informed and aware of the many services, opportunities, and resources available as part of the library media program, the professional library media specialist implements a public relations program. Utilizing all forms of communication (verbal, written, and visual), the library media specialist reports to the learning community such items as:

- The positive impact of the library media program on student achievement.
- The alignment of the program to academic standards, information literacy and technology education standards.
- Information about new library media center resources and about technology developments in teachers' specific instructional areas.
- Services provided by the library media center staff.
- Educational and technology trends related to library media centers.

As an educational leader, the professional library media specialist is the primary advocate for the library media program. In this capacity he or she works to enlist other advocates, who support the library media program within the learning community.

<b>Performance Dimension 3</b>
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### **Collaboration for Instruction and Services**

#### **Dimension Description**

This dimension focuses on responsibilities related to engaging students in active pursuit of knowledge and helping them become lifelong learners. As a member of the instructional team, the library media specialist plans and partners with teachers to integrate information literacy and technology education with content learning. He or she provides access to a variety of resources in all formats (e.g., print, non-print, web-based).

The key elements of this dimension focus on information literacy, technology integration, instructional partnerships, and access to diverse resource collections and technologies. Effective programs and services are generated by library media specialists who:

- Demonstrate knowledge of the school's curriculum and educational needs of the learning community.
- Contribute to students' development in reading, viewing, listening, and communicating.
- Form instructional partnerships with teachers through collaborative planning and team teaching to ensure student mastery of information literacy and technology education standards.
- Serve as a member of the instructional design team through the school's curriculum and technology planning committees.
- Provide consultative services to all members of the learning community in the selection, evaluation, purchase, and use of materials and technology resources.
- Provide effective professional development for teachers in literature, information literacy, technology education, and other related areas as appropriate.
- Partner with teachers to ensure that the performance expectations are appropriate for the ability and developmental levels of students, and that students are challenged at appropriately high levels.

#### **Competent Performance Description:**

An effective school library media program, developed and implemented by a professional library media specialist, represents the best research and practice in the field. Teachers and students are the primary patrons in an educational community where student achievement is the over-arching goal. The competent library media specialist creates an environment that promotes student achievement. The library media specialist is an educator who administers a program that reflects a thorough understanding of academic standards, information literacy, technology education, and

their importance for lifelong learning. As students participate in library media center program activities, the competent library media specialist sets the climate for student interaction in productive learning experiences. Through joint planning and teaching with the classroom teacher, the library media specialist monitors and reinforces students' optimum progression through each grade.

As the library media specialist and the classroom teacher jointly plan tasks and assignments and team teach, they clarify for students the relation of information literacy to previous and/or future learning and the importance of developing skills and strategies for lifelong learning. The library media specialist and the teacher jointly develop activities that are appropriately integrated with classroom instruction. These information-seeking assignments require students to locate, access, analyze, and apply information in a variety of formats, thus gaining proficiency in accessing and using information. The library media specialist and the classroom teacher establish appropriate expectations for students to assume responsibility for their own learning and to gain independence in becoming information users and independent readers and learners. This program advocacy and collaboration with classroom teachers reinforces for all members of the learning community the important relationship among information literacy and technology standards, subject matter learning in all areas, and lifelong learning strategies.

The competent library media specialist effectively presents and models strategies for responsible information access and use. He or she models and teaches the research process. He or she also collaborates with other members of the learning community to promote individual and group use of information and information technology. As a result of close collaboration between the library media specialist and the classroom teacher, integration of appropriate resources, uses of information technology, literature appreciation (including formal reading programs and reading for pleasure and understanding), and media literacy (critical viewing and analysis of media communication messages such as television programming, advertisements and news) occur in the instructional environment.

The library media specialist and classroom teacher jointly plan multiple activities that promote reading and literature appreciation. Activities may take a variety of forms, such as, individual learning centers, small group projects, large group programs, visiting authors, participation in the state's book award programs. Reading and literature appreciation programs target recreational reading as well as reading for information. The library media specialist also encourages and promotes recreational reading and reading for information among the faculty and staff. The competent library media specialist serves as a guide for students, faculty, and staff in reading selection.

Through comprehensive reference service, the creation of bibliographies and resource lists, and individual consultative sessions, the library media specialist assists all members of the learning community, in identifying appropriate information resources and in interpreting and evaluating their intellectual content. All members of the learning community receive assistance in locating and using appropriate resources in a variety of

formats according to their informational needs. Users also receive assistance in the production of resources (e.g. instructional materials, multimedia presentations, web design and development, videotapes, and audiocassettes). As new materials and technologies become available, the library media specialist keeps the staff informed and provides professional development opportunities illustrating how to integrate the new resources into the curriculum. Staff development opportunities related to information literacy and technology education are provided based on the needs of the instructional staff.

Using his or her knowledge of the curriculum, available technology, and other resources, the competent library media specialist assists members of the learning community with selection, evaluation, purchase, and use of materials and technology resources. The media specialist also makes available to teachers a variety of resource selection tools, e.g. reviews, vendor catalogs, and web sites, and provides consultative services in the selection of classroom materials.

The library media specialist provides services to the general school community by working with individual users, small groups, and entire classes. Orientation for students and staff is planned to inform users of resources, available services, and policies and procedures of the library media center. New students and staff members receive a similar orientation to the library media center when they become part of the school community.

The integration of content learning and information literacy and technology education within the research process is central to educating students to be lifelong learners who pursue knowledge within and beyond their formal curriculum. The competent library media specialist, as teacher and instructional partner, possesses unique expertise for preparing students to participate fully in the global learning community. The library media specialist develops and maintains expertise in all available technologies and shares that knowledge with patrons. He or she models the effective use of educational technology for instructional and informational purposes. He or she models the successful integration of information literacy skills into the curriculum. Many external information resources are now available for use by today's educators and their students. As the school's information specialist, the library media specialist assists his or her patrons in finding these external resources through resource sharing with other information agencies and via the Internet. The competent library media specialist is the school's authority on accessing, evaluating, and using information in all formats.

<b>Performance Dimension 4</b>
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## **Library Media Collection and Resource Management**

### **Dimension Description:**

This dimension covers the responsibility of selecting, acquiring, organizing, circulating, maintaining, and promoting the utilization of resources. These resources may include but are not limited to books, periodicals, audiovisuals, information databases, technology equipment, and external resources. Resources are selected to support the curriculum, ensure appropriate research opportunities, and provide for the recreational reading needs of the users. The key elements of this dimension are the ability and disposition of the library media specialists to:

- maintain centralized systems for bibliographic control; circulation and distribution of equipment, materials, and information; and maintain statistical data and appropriate records.
- coordinate selection, acquisition, organization, and circulation of a collection of library media resources that meets the needs of all members of the learning community.
- ensure that resources that are current, accurate, diverse, and developmentally appropriate.
- involve members of the learning community in selection and evaluation of materials, information databases, and related equipment to support curriculum standards.
- implement a continuous library resource collection development and evaluation process.
- determine how well the library media center collection provides current and appropriate resources.
- determine how well the library media center's resources meet the needs of all users.

### **Competent Performance Description:**

The competent library media specialist selects, acquires, and manages a varied collection of resources. The collection development policy is followed when selecting items for the collection. The library media specialist selects materials from recommended sources that meet the curriculum-related informational needs of students as well as their recreational reading needs. Materials are provided to meet a wide range of interests, ability levels, and different learning styles. The resources are also selected with regard to providing diversity in cultural and social perspectives. Selection and acquisition of equipment is made based on usage with a variety of media formats. Suggestions and recommendations for new materials are actively solicited from both students and teachers and used in the selection process. Requested materials are added to the collection, if they meet the established selection criteria and if funding permits. Other criteria for selection include the use of standard collection development resources such as reviews and inclusion in recommended lists from reliable sources. To ensure the quality of the collection, the library media specialist implements procedures



for the continuing evaluation of existing materials and resources in order to provide accurate and current information that supports the curriculum as well as the recreational interests of students.

An up-to-date collection of materials to meet the professional informational needs of educators using the library media center is also an essential part of the library media center resource collection. The library media specialist uses the same selection criteria in selecting and adding materials to this professional collection as he or she uses when adding resources to the general library collection.

Acquisition of materials follows school procedures for ordering and receiving. Materials are organized according to an established system of classification, processed to provide identification and location information, and made available for easy access by patrons. An up-to date bibliographic database is essential for patrons to locate materials easily and for resources to be fully utilized. Circulation and scheduling procedures are implemented for ease of use and are explained and clarified to all users by the library media specialist.

The goal of the competent library media specialist in terms of collection management and development is to provide adequate number of quality resources of diverse types selected from the best available materials to meet the needs of all users.

<b>Performance Dimension 5</b>
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### **Creating and Maintaining an Environment Conducive to Inquiry**

#### **Dimension Description:**

This dimension concerns the physical setting and overall atmosphere of the library media center, which should be an inviting area fully accessible to all members of the learning community. This dimension addresses those intangible aspects of the environment that make the school library media center an appropriate location for inquiry, discovery, and learning. The library media specialist arranges and manages the media center to facilitate effective use by individuals as well as groups for a variety of activities involving all types of information resources. The key elements of this dimension are the ability and disposition of library media specialists to:

- Maximize the use of library media center services and appropriate information and technology resources by all members of the learning community through open access scheduling.
- Use appropriate policies, management techniques, and physical adaptations to maintain a safe environment and to meet the diverse needs of members of the learning community, regardless of disability or other differences.
- Create and maintain an inviting and attractive physical environment within the library media center.
- Establish an environment that encourages creative and independent use of information in a variety of formats by providing areas within the library media center for individual and group study and for production of instructional and learning resources.

#### **Competent Performance Description:**

The competent library media specialist understands the importance of an appropriate environment for motivating students to achieve at higher levels. Therefore, the library media specialist makes users feel welcome by providing a warm, inviting, and friendly atmosphere that is conducive to learning and inquiry and is open and accessible to all patrons. In addition to the administration of policies and procedures designed to facilitate open access to the library media center and its resources, the library media specialist may use a variety of other methods, including flexible scheduling or extended hours.

The library media specialist creates an appropriate learning climate through the physical appearance of the library media center. Displays are designed to highlight materials or services, and student work is displayed whenever possible. Materials are cataloged and arranged for ease of access. Viewing and listening areas, as well as areas for efficient utilization of technology, are available. The competent library media specialist plans areas for storage and for production of various types of media. Within

the constraints of the budget and the existing building, the library media specialist arranges the facility to encourage use by individuals, small groups, or entire classes. Special needs of patrons are taken into consideration in planning and arranging the physical components of the library media center.

The library media specialist exhibits an enthusiasm for reading, for technology, and for learning and conveys that attitude to students, teachers, and other visitors to the library media center. The library media specialist is available to provide assistance to all users in locating and using information and in selecting reading materials. The competent library media specialist models creative uses of available materials and technology and provides assistance with media production.

<b>Performance Dimension 6</b>
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## **Assessing the Library Media Program**

### **Dimension Description**

This dimension covers the responsibilities related to planning, developing, and using assessments to evaluate the effectiveness of the library media program. Periodic and systematic evaluation is a necessary component of the library media program to guarantee effectiveness in meeting the needs of users.

Systematic data collection should be from a wide range of library media center users. Evaluation should be ongoing, frequent, and comprehensive in terms of program areas and populations tested. The school library media specialist should implement a regular schedule to evaluate the library media center program's mission, goals and objectives; student achievement and assimilation of information literacy standards/skills; adequacy and condition of the physical facilities; and the status of the collection. The key elements of this dimension are the ability and disposition of school library media specialists to:

- Evaluate the library media program on a continuous basis.
- Conduct a needs assessment to determine information needs of users.
- Analyze and report the results of these assessments to keep the learning community informed about the status of the library media program.
- Use the assessment results for continuous improvement of the library media program.

### **Competence Performance Description:**

Continuous program evaluation is integral to the total planning process and is essential to ensuring that the program's mission, goals, and objectives stay current and student-centered. The purpose of the evaluation process is to determine how well the library media program meets the needs of all users.

The professional library media specialist uses a variety of data collection methods, such as:

- observations;
- casual conversations with members of different user groups;
- interviews with members of the different user groups;
- surveys;
- direct data, e.g. circulation rate, daily patron rate, number of classes scheduled into the media center, average age of the collection;
- standardized test scores;
- Post-unit/lesson debriefing or evaluation between library media specialist and collaborating classroom teacher; and
- review of collaborative planning documents.

The library media specialist analyzes and interprets the results for a variety of appropriate purposes, such as:

- determining how well the library media program aligns with the curriculum to facilitate student achievement of state academic standards, information literacy standards, and technology standards;
- determining how well students are applying information literacy and technology skills;
- fostering and modeling the integration of information technology;
- determining how well the physical facilities of the library media center support the needs of all users;
- determining how well the program's missions and goals support those of the school/district;
- continuing collection development, which includes adding new resources and weeding outdated, worn, and damaged resources and determining the re-allocation of funds;
- identifying the need for additional media center staff; and
- revising the media center schedule to better meet the needs of the learning community (e.g. extended hours, flexible scheduling, and summer hours).

The professional library media specialist knows that regular, ongoing evaluation is necessary to keep the school library media program active, vital, and at the center of student learning. He or she provides leadership in assessing the information needs of the learning community and in determining how well each facet of the media program meets those needs. The competent library media specialist solicits input from all members of the educational community, e.g. students, teachers, administrators, media center staff, and community members, thereby fostering partnerships between the media center and these special interest groups. By using various methods for assessment and evaluation of the library media program, the library media specialist ensures that appropriate resources and services are available to users and that the library media program incorporates best practice in school library media program development.

<b>Performance Dimension 7</b>
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**Fulfilling Professional Responsibilities****Dimension Description:**

This dimension covers the library media specialist's responsibilities beyond the library media center. While the library media specialist's primary responsibilities are related to addressing the needs of the students, teachers, and other members of the school community, he or she also has responsibilities to broader education organizations (e.g., schools and districts) which serve the needs of all learners in the community. The key elements of the dimension are the ability and disposition of library media specialists to:

- Actively seek out and participate in activities and/or organizations, which will promote continued growth as a professional.
- Uphold professional ethics.
- Actively support building-level organizations, committees, and activities to promote a productive teaching and learning environment
- Establish partnerships with agencies, businesses, and community groups to foster support for the library media program.
- Support extracurricular activities that contribute to the overall learning and development of students

**Competent Performance Description:**

The library media specialist practices his or her profession within the context of schools and the school district, establishing positive and productive relationships with faculty and staff members. The competent professional library media specialist serves as an advocate for students and teachers beyond the library media center working with other agencies, such as the public library, businesses, and community groups to support and promote the well being of young people.

The library media specialist participates in collegial activities for the purpose of making the entire school a positive and productive learning environment for students. He or she regularly attends and contributes to departmental/grade level meetings, faculty meetings, and strategic planning sessions. The library media specialist actively supports the efforts of building-level organizations, such as the parent/teacher groups and school improvement councils. In addition, the library media specialist supports extra-curricular activities that contribute to the overall learning and development of students (e.g. academic clubs, student council, athletics, and cultural/artistic events).

The competent professional library media specialist maintains a current and in-depth knowledge of research, information access and delivery, technology utilization, and best practices in all aspects of librarianship and information management, including

copyright, freedom to read, privacy issues, etc. The library media specialist continually upgrades his or her personal professional development through such activities as:

- participating as a member of professional organizations (e.g. South Carolina Association of School Librarians, South Carolina Library Association, American Library Association, American Association of School Librarians, Association for Educational Communications and Technology, Association for Supervision and Curriculum Development, International Reading Association, International Society for Technology in Education);
- serving on school and district committees (e.g. curriculum, textbook selections, and technology);
- reading professional journals;
- participating as a member of library and information science electronic discussion groups (e.g. SCASL listserv);
- participating as a student or instructor in professional development sessions, either on the school, district, or state level; and
- participating in the development of activities, training materials, and programs to enhance the effective utilization of information technology and all library media center resources.

The library media specialist values opportunities for professional growth and strives to learn new ways to improve his or her effectiveness in serving the students' and teachers' educational and informational needs.



**Directions to the Library Media Specialist:**

Please respond to each of the following questions, and submit your completed form to the evaluators by the date specified.

- 1.a** Please describe your collaborations and collegial relationships with teachers and other professionals in your school, district, and community.
- 1.b** Please describe your participation in, and contributions to, organizations, committees, and/or activities in your school and district.
- 1.c** How have you established relationships with members of the learning community (e.g., parents, organizations, businesses)?
- 1.d** Please discuss your participation in extra-curricular activities that promote the general well-being of young people.
- 2.a.** Please describe what activities, programs, services, or responsibilities you have completed that promote the ethical use of information and information technology?
- 2.b** Please describe how you abide by the school/district policies and procedures.
- 2.c** Please describe how you perform all appropriate/required components of your job description.
- 2.d** Please describe your performance of administrative and other duties, responsibilities, and tasks in an effective and timely manner, including your work habits, e.g. time management, punctuality, dependability, attendance.
- 2.e** Please describe how you comply with all tasks and requirements related to the professional evaluation process.



- 2.f** Please describe your attitude and receptivity to suggestions for improving and enhancing your performance.
- 3.a** Please describe the activities you have completed, or plan to complete, this year in terms of participating in, organizing, and/or conducting school- or district-based staff development or training.
- 3.b** Please describe the activities you have completed, or plan to complete, this year in terms of participating in, organizing, and/or conducting local, state, and/or national professional workshops, conferences, and/or training.
- 3.c** Please describe your involvement in other types of professional development activities (e.g., enrolling in or teaching college courses, seeking an advanced degree, seeking advanced certification, participating in professional organizations).
- 4.a** Please describe one teaching situation: who participated; what your involvement was; how did your participation relate to the standards; and the effect your participation had on student achievement.
- 4.b** Are there any other professional activities or events you would like to share with your evaluation team? If so, please describe.